



# Examiners' Report Principal Examiner Feedback

Summer 2023

Pearson Edexcel Advanced Level  
In Physical Education (9PE0)  
Paper 03: Practical Performance

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## **Introduction**

This report considers the moderation of task 9PE0\_03 for the examination series 2023.

The work for this series was submitted for the purposes of external moderation through live moderation via a centre visit and digital submission via Learner Work Transfer (LWT) platform on Edexcel Online. There were a few reports of issues linked to uploading work onto the digital platform and most were overcome swiftly.

Centres are thanked for the efficient administration of this examination series and the regular and helpful communication established with moderators. Moderators commented on the high quality of the administration and communication throughout the process.

It is encouraging that much of the recorded evidence has continued to improve, for example, with centres using technology such as VEO to gather evidence and clear timestamps being provided by the majority of candidates to highlight key moments within competitive games.

Many centres requested a hybrid style of moderation event with a combination of live and video moderation to provide candidates with the best opportunity to showcase their work.

### **Component 9PE0\_03: Practical Performance**

The quality of performances ranged from good to outstanding, including a number of elite-level performers, who achieved maximum marks.

Moderators reported that much of the marking was accurate and in line with the national standards, although some work had been marked either leniently or, more occasionally, severely. For example, some moderators felt that a number of centres had assessed candidates in the top mark band when a band four mark would have been more appropriate.

Moderators commented that the positive attitude, behaviour and work ethic of the candidates, and others involved in moderations, such as peers added to the teams for the match situation, were outstanding.

A wide variety of activities were seen, including skiing, dance, sculling and rock climbing but association football, netball and rugby union continue to be the most popular activities, with a spread of ability observed in all three sports. Moderators commented on the high quality of performances in a number of sports including netball, rugby and dance.

Most candidates had opted for the performer role. Some moderators reported that candidates assessed as coaches were over-marked this year and not as well prepared as performers.

### **Recorded evidence**

As indicated above, recorded evidence was improved on what was submitted in previous years. Most candidates were clearly identified and an unobstructed view of the performances provided. A suitable range of practices was included to stretch the candidates who were readily identified in the formal/competitive setting. In many recordings, candidates had introduced themselves to the camera and were identified in numbered/coloured bibs or shirts.

In some instances, the quality of recorded evidence was less convincing and failed to support the marks awarded by the centre. In these cases, it was difficult to identify the candidates, practices lacked sufficient demand and in a number of instances, the performances were simply too far from the camera. Moderators reported that some evidence seemed to be supplied using student phones, which was often of indifferent quality with the evidence failing to support centre marks.

A few centres provided evidence in the form of edited recordings (highlights) of competitive games and, sometimes, multiple games as evidence, which is unnecessary. Centres are reminded of the requirement to provide unedited footage and are encouraged to use storyboards and/or timelines to assist the moderation process. It was pleasing to see more centres use a commentary or annotation on the screen to assist moderators in the identification of candidates or key action sequences.

Centres are encouraged to record evidence of the summer sports from the start of the course to ensure the compilation of appropriate evidence and to consider the best ways of providing evidence for sports like sculling, cross-country and cycling where obtaining appropriate footage can be more of a challenge.

All centres need to aim to ensure evidence is provided for both structured practices and competitive performances.

In a few instances, the permissions to access the recorded material supplied by the centres were required but had not been made available. Centres are asked to ensure that suitable arrangements for this are made with the moderator at the outset of the moderation process.

## **Live moderation**

Although fewer in number, moderators attended a number of well-organised live events.

On these occasions, practical sessions had been planned carefully to enable candidates across the ability range to perform at optimum levels and there were many comments from moderators about the impressive standards and the positive attitude of the candidates.

In many centres, following a series of increasingly demanding structured practices, full-sided matches of association football, hockey, netball, and rugby were observed, often involving additional players of a high standard to support the overall impressive quality of the performances. Moderators reported observing a number of outstanding conditioned practices and matches at live events.

## **Overall**

The quality of many of the practical sessions was commensurate with the range of abilities involved and the sessions were planned to enable candidates the opportunity to demonstrate skills in both a formal setting and under the pressure of an opposed scenarios.

Centres are reminded of the need to provide evidence of skills, techniques and decision-making under pressure, to meet the demands of a conditioned practice as well as the formal/competitive situation. Such evidence should be unedited, not a highlights reel.

It is pleasing to conclude that the quality of communication, administration and the organisation of evidence was impressive. Moderators frequently commented on the efficiency of teachers and support staff with whom they worked.

As in previous years, much of the practical work was of a very high standard and candidates were unfailingly committed to their work and well-supported by teachers. The quality of many performances allowed high marks to be awarded and these were usually justified through the evidence provided.

## **End**

It is hoped that this report will prove to be constructive in helping to raise achievement in future series.

Thank you to all for your positive contribution and hard work in making a success of this moderation series.

Kind Regards,

Dennis Tattoo  
GCE A Level Physical Education  
Principal Moderator for 9PE0\_03

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